

**Coffeyville Community College**

**ENGL-212**  
**COURSE SYLLABUS**  
**FOR**  
**SEMINAR IN SHAKESPEARE**

**Bethanie Frank**  
**Instructor**

**COURSE NUMBER:** ENGL-212 **COURSE TITLE:** Seminar in Shakespeare

**CREDIT HOURS:** 3

**INSTRUCTOR:** Bethanie Frank

**OFFICE LOCATION:** Arts and Sciences Room 166

**PHONE:** 620-251-7700 ext. 2188

**OFFICE HOURS:** See schedule posted on office door

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**PREREQUISITE(S):** English Composition I

**REQUIRED TEXT  
AND MATERIALS:**

Barnet, Sylvan, Ed. *William Shakespeare: Romances*. Alfred A. Knopf, Inc. 1966.

Durband, Alan, Ed. *Shakespeare Make Easy: King Lear*. Barron's, Inc. 1986.

McDonald, Russ Ed. *Shakespeare: Titus Andronicus*. Penguin Group Pub. 2000.

Shakespeare, William. *Macbeth*. Sparknotes. 2003.

**COURSE**

**DESCRIPTION:**

Seminar in Shakespeare, a general education humanities class, is a three credit hour course of critical reading and evaluation of selected plays and sonnets by William Shakespeare. This is accomplished by reading and discussing selected works.

**EXPECTED LEARNER**

**OUTCOMES:**

1. Delineate the characteristics of the three types of plays written by Shakespeare (comedy, tragedy, history).
2. Recognize and analyze a Shakespeare play.
3. Define the Elizabethan period.
4. Compare and contrast Shakespeare's play structure with contemporary plays.
5. Give a synopsis of Shakespeare plays and sonnets.
6. Interpret Shakespeare's language and vocabulary from his plays.

**LEARNING TASKS  
& ACTIVITIES:**

Unit I	Sonnets
Unit II	<i>Macbeth</i>
Unit III	<i>King Lear</i>
Unit IV	<i>Titus Andronicus</i>
Unit V	<i>Pericles</i>
Unit VI	<i>Cymbeline</i>
Unit VII	<i>The Winter's Tale</i>
Unit VIII	<i>The Tempest</i>

**ASSESSMENT OF  
OUTCOMES:**

Grades of A (100-90), B (89-80), C (79-70), D (69-60), and F (59 and below) are given in this course. Incompletes given at the semester end will be given only after consultation by the student and the instructor with a specific time designated for the completion of the incomplete work. The student should note the college's policy on incompletes as stated in the college catalog.

**ATTENDANCE  
POLICY:**

Students are expected to attend class each day. Regular class attendance is necessary for maximum success in college. It is the responsibility of the student to make definite arrangements for all work before going on field trips or other college-sponsored trips. School-sponsored activities will be counted as excused absences providing the student completes all necessary assignments as designated by the instructor and the activity sponsor notifies the instructor at least three days prior to the day(s) the student will be absent. Excused absences are reserved for school-sponsored events arranged in advance, family emergencies, or sickness. You must notify instructor prior to the class period you will be missing. Each student has 100 attendance points, from which 10 points will be deducted for each **unexcused** absence. Students must attend the final exam, if not, your grade will be subject to dropping a letter grade. A student may be withdrawn from any class for excessive absences. See Attendance Policy in the College Catalog.

## **COMPETENCIES:**

### **DELINEATE AND DISCUSS THE CHARACTERISTICS OF THREE TYPES OF PLAYS WRITTEN BY SHAKESPEARE (COMEDY-HISTORY-TRAGEDY)**

1. Define the terms comedy, tragedy, and history. (Knowledge)
2. Explain the genre and style of a Shakespeare play. (Comprehension)
3. Compare and contrast the different genres of Shakespeare's plays. (Analysis)
4. Define play analysis terms as they relate to Shakespeare's plays. (Knowledge)

### **RECOGNIZE AND ANALYZE A SHAKESPEARE PLAY**

1. Define the exposition, resolution, and inciting incident of a Shakespeare play. (Knowledge)
2. Explain who the protagonist and antagonist are in a Shakespeare play. (Comprehension)
3. Read and discuss the conflict and climax of a Shakespeare play. (Application)
4. Compare and contrast the different possible themes of a Shakespeare play. (Analysis)

### **DEFINE THE ELIZABETHAN PERIOD**

1. Define the era before Shakespeare. (Knowledge)
2. Compare and contrast the Elizabethan Period to Medieval Period. (Analysis)
3. Explain what life was like in Shakespeare's England. (Comprehension)
4. Discuss the life of Queen Elizabeth. (Application)

### **COMPARE AND CONTRAST SHAKESPEARE'S PLAY STRUCTURE WITH CONTEMPORARY PLAYS**

1. Explain iambic pentameter. (Comprehension)
2. Define the terms meter, rhymed couplets, measure, and blank verse. (Knowledge)
3. Discuss how to find ten syllables in a Shakespeare verse. (Analysis)

### **GIVE A SYNOPSIS OF SHAKESPEARE PLAYS AND SONNETS**

1. Explain the story of Shakespeare's tragedies, comedies and history plays. (Comprehension)
2. Define the meaning of Shakespeare's sonnets. (Knowledge)
3. Compare and contrast the synopses of a Shakespeare play vs. a Shakespeare sonnet. (Analysis)

### **INTERPRET SHAKESPEARE'S LANGUAGE AND VOCABULARY FROM HIS PLAYS**

1. Explain how to find the meaning of vocabulary words from the Elizabethan Period. (Comprehension)
2. Explain how to interpret the meaning of a Shakespeare verse. (Comprehension)

**This syllabus is subject to revision with prior notification to the student by the instructor.**